

**School Improvement Visits with a Focus on Equity
Summary of Issues (2006-2007)**

Federal Requirements
Nondiscrimination policy
Designation of and activity of the equity coordinator
Grievance procedure
Notification procedures <ul style="list-style-type: none"> • Major annual publications and handbooks • Workplace learning • Employees & applicants for employment • Website
Enrollment patterns showing segregation/isolation by gender, race/ethnicity, national origin, or disability <ul style="list-style-type: none"> • Career and technical programs • Physical education • Music • Math • Science • Foreign language • Special education • Upper level courses • AP courses • Honor courses • Co-curricular activities
Access to all programs and services (disability) <ul style="list-style-type: none"> • Physical access • Least restrictive environment • Free and appropriate public education • Use of Assistive Technology Over/under representation in special education by race/ethnicity, gender, national origin (language)
Services to students with limited English proficiency (ELL services)
Student marital/parental status <ul style="list-style-type: none"> • Policy • Practice: Services that integrate rather than segregate students
Equal employment opportunity & affirmative action

<p style="text-align: center;">Iowa Code</p> <p>These are items that are found in Iowa Code but do not appear in Chapter 12. All of chapter 12 is supported by Iowa Code or applicable federal legislation.</p>
<p>Career & technical advisory council/committee: gender balance; racial/ethnic, national origin an disability representation</p>
<p>Designation of employee to coordinate equal employment opportunity/affirmative action plan</p>
<p>Harassment/Bullying/Hazing policy and implementation</p>
<p>Education of homeless</p>
<p>Language and other support services for English language learners</p>
<p>EEO/AA Plan</p> <ul style="list-style-type: none"> • Reviewed, revised, and approved by board every two years • Administrative statement • Review of employment policies and practices • Demographic profile of employees by job category • Identification of under-representation • Qualitative and quantitative/numerical goals
<p style="text-align: center;">Chapter 12</p>
<p>School Improvement Advisory Committee</p> <ul style="list-style-type: none"> • gender balance per Iowa Code • diverse racial/ethnic balance where possible • persons with disabilities
<p>MCGF issues:</p> <ul style="list-style-type: none"> • Board policy • Integration into the school improvement process (goals, standards & benchmarks, and staff development) • Professional development on working with diverse learners and implementing multicultural, gender-fair approaches to the entire educational program • Process for assuring instruction from a multicultural, gender fair approach • Multicultural, gender fair curriculum • School mascot • Media services as support

Achievement gap:

- Disaggregation of achievement and enrollment data
- Strategies to address gaps in achievement (gender, race/ethnicity, national origin, or disability)
- Access to programs, courses and activities

Access issues:

Assessment:

- Inclusion of all students including students with disabilities and English language learners in the district's assessment program
- Assurance that tests being used have been researched and tested for bias.

Affirmative steps to integrate students in attendance centers

- Attendance centers have balanced enrollments when compared to the general demographics of the district
- District is actively working toward the goal of integrating students in attendance centers rather than isolating them.

Gifted and talented program

- Multiple criteria for selection
- Over/under representation by gender, race/ethnicity, national origin, or disability
- Program to serve elementary through high school

At-Risk (K-12)

- Over/under representation by gender, race/ethnicity, national origin, or disability
- Implementation of plan

Discipline

- Board policy (community input)
- Over/under representation by gender, race/ethnicity, national origin, or disability
- Harassment/bullying and hazing

Accommodations appropriate for students with disability or because of national origin (language) in testing and classroom instruction